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dispensable for success in their pursuit. . . . When our schools truly become laboratories of knowledge-making, not mills fitted out with information-hoppers, there will no longer be need to discuss the place of science in education."<sup>1</sup> At another place in the same address Dr. Dewey said:

"One of the only two articles that remain in my creed of life is that the future of our civilization depends upon the widening spread and deepening hold of the scientific habit of mind; and that the problem of problems in our education is therefore to discover how to mature and make effective this scientific habit."

The authors in the volume under consideration are, with one or two exceptions, special students of science who have advanced far in their professions. With the exception of Professor C. R. Mann, of the University of Chicago, the writers are all connected with European institutions, most of them with the schools of England, and it is a source of encouragement to all educational workers that so excellent and enthusiastic a series of essays from such well-trained and experienced teachers has been published.

Science is playing a more and more important rôle in all educational work, and with each decade there will undoubtedly be a great increase in the number of enthusiastic supporters of this work. The present writers are to be ranked among the advanced thinkers along this line. We cannot assume that there is general acceptance or appreciation of their views, but this volume should assist in promoting a fuller and broader appreciation of the importance of science in education and of the many phases of this problem in the secondary schools.

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*The Tenth Yearbook of the National Society for the Study of Education.*

Part II, *The Rural School as a Community Center.* Edited by B. M. DAVIS. Chicago: The University of Chicago Press, 1911. Pp. 75. \$0.75.

The book is made up of reports by various specialists in rural education and community activity.

I. *The Rural School as a General Educational and Social Center.*

A. *Community Work in the Agricultural High School.* By B. H. CROCHERON.—The high school reported belongs to and is supported by the county, has a rural location, accommodates four elementary schools, serves every class of people in the community, and offers a course of study designed to meet the needs of the people served. The school advertises its special activities by letters, posters, and newspaper items; organizes teachers' meetings, lecture courses, corn congresses, women's clubs, and literary societies; and tests the farmers' milk and seeds. It "is an educational force for the whole family and a social, cultural, and ethical center for the entire community."

B. *The District Schools in a County as Educational and Social Centers.* By JESSIE FIELD.—"Country schools," says Miss Field, "must interest boys and girls in life on the farm and bring to them a vision of its great possibilities if rightly lived." The teacher should be a working member of community organiza-

<sup>1</sup> *Science*, N.S., Vol. XXXI, No. 787, p. 127.

tions and the leader in his school in experimental agriculture, corn contests, and stock-judging. His co-operation in boys' farm camps, country boys' and girls' corn shows and industrial expositions, and other activities will win for the school the loyal support of "the grouchiest farmer," who with his son, hired man, and three teams will transform the neglected school lot into a garden of delight.

## II. *Rural-School Extension.*

A. *Through Boys' and Girls' Agricultural Clubs.* By F. W. HOWE.—Special organizations—agricultural and the like—become less necessary as the schools become more inclusive. However, school extension clubs still have a mission. They bring their members into closer touch with their work, enable them to appreciate the valuable results of co-operation and competition, and awaken the community to deeper interest in special movements. The entire result is invariably a general upward trend in thought and activity. Beginning in New York in 1898, this extension work is now widespread and effectual. Contests offering rewards in educational recognition or opportunities secure the co-operation of educational and industrial workers and institutions and arouse fruitful enthusiasm.

B. *Relation of Rural Schools to Better Housekeeping.* By E. C. BISHOP.—The writer says, "Better housekeeping in farm homes means better farming and better citizenship." The change may be accomplished best through the education of the school girl. The "Home Experiment Department" in Nebraska has undertaken the task of improvement. Its members are furnished with instructions, pamphlets, and supplies, and report results of experiments monthly. This work is systematic and forms nuclei about which local organizations may be established. The plan is weak in that it leaves the pupils dependent instead of independent.

III. *Rural School Libraries.* By A. B. GRAHAM.—The farmer and his child need to develop the habit of reading for pastime, elevation, and inspiration. School libraries have cultural value and lend help to industries. They encourage the building up of private libraries and reading by the fireside. The article includes advice with reference to selecting books, means of raising money for books, and care of books. The library should make the school a more helpful social and educational center.

IV. *The Rural School as a Means of Developing an Appreciation of Art (Indoor and Outdoor).* By O. J. KERN.—Mr. Kern reports progress made in twelve years in securing more attractive school grounds and school houses. His problem was to get the teachers, directors, children, and patrons in general to do this work. His first call was to the teacher. Enthusiastic teachers awakened the children, who in turn aroused their parents. The camera, printing-press, and stereopticon were used extensively and with great success. Special bulletins and annual reports of the schools in the county, well illustrated and printed on good paper, were mailed to patrons and exerted great influence. Continued work developed interest in and taste for real works of art. Grounds and buildings were greatly improved.

V. *Organized Recreation in Rural Schools.* By M. T. SCUDDER.—Play, the author says, includes "all means of passing one's leisure and recreation hours." "If he [the country child] would play more he would love the country better, see more beauty in it, feel the isolation less." The State Normal School at New Paltz, New York, six years ago began holding weekly conferences with

teachers, parents, and children at country schools. Conversations regarding the physical and play life of children were among the most interesting. The County School Athletic League was formed. Clean athletics at the home school prepared for the great annual field day and play picnic, where all the schools of the community contested for honors. Group games were found to be especially interesting and valuable. Being brought together, the people learned to know and love each other better, morals were improved, and loyalty to the community was fostered.

VI. *The General Problem of the Relation of the Rural School to Community Needs: A Summary.* By B. M. DAVIS.—The efficiency of the rural school of a generation ago, when it sustained a close union with the community, was impaired by changes in social and industrial situations. Readjustment to the extent of restoration to a unity of a higher type is a present need. Solution of phases of the situation herein reported promise both the finding and the solution of the real rural-school problem. Co-operation, better-trained teachers, adequate school equipment, and redirection in the light of experiments already made and others to be made will do the work.

The book contains suggestive bibliographies, the revised constitution of the society, and the minutes of the meeting held by the society, February 28, 1910. The reports included are suggestive, inspiring, and authoritative.

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*Domestic Art in Woman's Education.* By ANNA M. COOLEY. New York: Scribner, 1911. Pp. xi+274.

While especially adapted to serve as a textbook for classes in methods of teaching domestic art, this excellent work by Miss Cooley will perhaps find even greater usefulness as a reference book. It should be so used by every teacher of domestic art and by everyone responsible in any way for the supervision of those who teach this subject. It was perhaps inevitable that the recent wave of enthusiasm for industrial education should have brought many to teach domestic art who were poorly prepared for the work. To such the book should come as a special inspiration and incentive to higher standards.

Miss Cooley discusses not only the general aspects of domestic art in the education of women, but also the details of the problem of teaching it in the elementary and high schools. She gives estimates of cost of equipment; outlines of typical lessons; and outlines of courses for every grade in many types of schools, east and west, country, town, and city, among the poor and among the well-to-do. She also gives two brief chapters on the subject in colleges and other higher institutions of learning.

The book emphasizes throughout the "thought content" that should accompany the technical work. Those who have thought of domestic art as merely sewing will be interested to know that it includes also discussion of such subjects as the history of dress, furniture, silver, glass, the textile industries, etc., the artistic and appropriate furnishing of various rooms of the house, the manufacture and properties of textiles, the hygiene of clothing, the study of line and color in relation to the wearer, the economics of buying, the relative values of